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ABSTRACT

Eleven goals for public education are set forth by the Colorado State Department of Education: (1) command of the knowledge, skills, habits, and attitudes essential for effective learning throughout life; (2) understanding of man and society and the determination to strive for the welfare of all people; (3) knowledge of self, understanding of one's own characteristics and motivations, and appropriate development of individual abilities and interests; (4) proficiency in recognizing and defining problems, thinking critically, objectively, and creatively about them, and acting constructively toward their solution; (5) confidence in one's own abilities, courage and initiative in the face of difficulties, and creativity and leadership in resolving them; (6) skills, attitudes, and understandings necessary for effective group action and satisfying human relationships; (7) effectiveness in communicating ideas and feelings and overcoming or avoiding barriers to communication; (8) a philosophy based upon values conducive to sound character, ethical and moral behavior, and democratic action; (9) wisdom in selecting a life work and skills, attitudes, and understandings basic to effectiveness in any life work; (10) appreciation of beauty, wherever and however it may be manifested, and the motivation to create it; and (11) knowledge, attitudes, and self-understanding basic to the achievement and maintenance of physical and mental health. ((Author/KM)

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GOALS FOR EDUCATION IN COLORADO

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Belief in the Dignity and Worth of the Individual Characterizes a Free Society. The Strength of American Democracy Is Founded Upon the Personal Fulfillmnt of All Its People Within a Framework of Rational and Moral Strivings. Public Education in America Accepts as Its Essential Purposes Those of Nurturing This Development, and of Perpetuating and Improving Our Nation Through the Enlightenment of Its Citizens. Colorado Seeks to Provide Through Its Public Schools Adequate Opportunities for All Persons According to the Capacity of Each to Acquire:

1. **Command of the Knowledge, Skills, Habits, and Attitudes Essential for Effective Learning Throughout Life.**
2. **Understanding of Man and Society, and the Determination to Strive for the Welfare of All People.**
3. **Knowledge of Self, Understanding of One's Own Characteristics and Motivations, and Appropriate Development of Individual Abilities and Interests.**
4. **Proficiency in Recognizing and Defining Problems, Thinking Critically, Objectively, and Creatively About Them, and Acting Constructively Toward Their Solution.**
5. **Confidence in One's Own Abilities, Courage and Initiative in the Face of Difficulties, and Creativity and Leadership in Resolving Them.**
6. **Skills, Attitudes, and Understandings Necessary for Effective Group Action and Satisfying Human Relationships.**
7. **Effectiveness in Communicating Ideas and Feelings, and Overcoming or Avoiding Barriers to Communication.**
8. **A Philosophy Based Upon Values Conducive to Sound Character, Ethical and Moral Behavior, and Democratic Action.**
9. **Wisdom in Selecting a Life-Work, and Skills, Attitudes, and Understandings Basic to Effectiveness in Any Life-Work.**
10. **Appreciation of Beauty, Wherever and However It May Be Manifested, and the Motivation to Create It.**
11. **Knowledge, Attitudes, and Self-Understanding Basic to the Achievement and Maintenance of Physical and Mental Health.**

GOALS For Education In Colorado

Developed by the
Committee on Educational Goals
of the
Colorado Council on Instruction
for the
Colorado State Board of Education

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Colorado State Department of Education

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1962

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FOREWORD

Today it is more important than ever before to re-dedicate public education to its high purpose. Its crucial role in the struggle for peace and for a better world lends urgency to the task. Its universal nature demands participation by all citizens.

In recent years there has been much discussion and debate about the public schools. Many pressures, often divergent, have been exerted upon them, some of which have led to worthwhile changes—some have not. This activity reflects widespread concern with educational excellence, while simultaneously presenting a challenge to everyone to find ways of achieving excellence through concerted effort.

Statements of goals are needed to aid such endeavors. An educational program can be evaluated maturely and defensibly only in the light of the ends it seeks to secure. The present document lists eleven educational outcomes considered to be vital by the Colorado State Board of Education. It is hoped that educators and laymen in every community of our State will be able to use them to augment their own thinking about important educational outcomes and to guide their efforts to improve learning opportunities for boys and girls.

Byron W. Hansford
Commissioner of Education

"I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."

Thomas Jefferson

INTRODUCTION

THE Board of Education of the State of Colorado has long planned the development of a statement of educational goals. When the Board created the Colorado Council on Instruction to advise it on curricular and instructional matters, it specifically charged the Council with responsibility for preparing statements of purpose for Colorado schools. The Educational Goals Committee of the Council has been the agency through which this responsibility has been discharged.

The present document is the result of this committee's efforts. However, in a very real sense it is a product of both the Colorado Council on Instruction and the State Board of Education as well, since the two groups have studied it at great length. In addition, the thinking of many persons, too numerous to name, who have read and reacted to it has been influential.

Specifically, the following pages list eleven educational outcomes emerging from the thinking and discussion of those who have considered the matter. Necessarily, they reflect only the views of their creators. However, the statements represent educational outcomes of great vitality, and all persons are urged neither to reject or diminish any without careful study and good cause.

Certain observations may be made:

1. Although a major portion of the time spent in school by children and youth must of necessity be devoted to developing the mind, the following list also includes non-intellectual outcomes of education.

2. For some of the goals, primary responsibility rests outside the school. The role of public education is either one of furthering, or at least not impeding, outside teachings.

3. The statements describe behavior to be expected of an adult who has experienced programs of public education. It is hoped that in this form they will be particularly useful in the planning and evaluating of school programs.

4. The goals suggest learning experiences valuable for all students regardless of their aspirations. They list attributes which to some degree all adults should possess, but do not contain educational outcomes of importance only to certain students.

5. Each goal is stated in somewhat generalized form, and might be endlessly reformulated in terms of a variety of life situations.

6. Such widely proclaimed objectives as education for family life, citizenship, international understanding, and the use of leisure time are not specifically included. Rather, such outcomes represent application of one or more of the stated goals to specific curricular areas centering around the fam-

ily, the nation, the world, or individual interests.

7. No relative importance has been indicated for any goal and no specific means of implementation suggested.

8. Although subject-matter fields are specifically mentioned only in the first two statements, it is recognized that the content areas of the curriculum represent means by which all the goals will be fulfilled. The outcomes constitute legitimate objectives of the various specific courses in the public school curriculum.

It is hoped that in every Colorado community interested persons will undertake to review thoughtfully the statements contained herein, and adapt, adopt, or discard ideas. Specifically, this publication might stimulate three kinds of activities: (1) discussion and development of specific educational goals compatible both with national aims and with local concerns and needs; (2) evaluation of the extent to which the public schools are achieving these goals; and (3) program improvement consistent with the findings of the evaluation.

Such activities are vital to the task of educational improvement, and the State Board of Education plans further publications intended to aid local communities in the work of building strong school programs.

The public schools constitute the principal institution created by the American people to perpetuate the society they have founded and defended. Perpetuation, however, implies preservation of the highest purposes and noblest ideals of the nation rather than obdurate continuance of its forms. Essential are constant efforts toward evaluation and improvement, requiring activity on the part of all citizens. Persons possessing a variety of viewpoints share a common responsibility to study their schools thoughtfully, to make proposals responsibly, and to consider with objectivity and fairness the suggestions of everyone.

Through widespread activity in developing and implementing goals should emerge sensitivity to the task of securing educational excellence. Since sensitivity to a problem is the first step in its solution, school patrons should *try* to gain this sensitivity for themselves and look for its presence in the educational staff and program. Knowledge that a school and its personnel have consciously considered their aims and are consciously striving to achieve them is an assurance of quality in education. May the present publication encourage Colorado citizens to reawaken their sense of purpose and redouble their efforts to fulfill their highest ideals through programs of public education.

PREAMBLE

THE American people have created a nation based upon two foundations: belief in the worth of the individual human being and determination to strive for the well-being of everyone.

A free society is characterized by belief in the dignity and importance of each of its members. The nurture and defense of the rights and privileges of every individual constitute a central purpose of such a society, and consequently of its schools. A principal aim of education in the United States is the fulfillment and liberation of every human being.

Such fulfillment is not without channeling and limitation, however. The individual's potential for self-expression is shaped by the challenges of society and the needs and rights of others. Indeed, the strength of the nation depends upon the extent to which every citizen has achieved his own best fulfillment and accepted a responsibility to employ his capacities in the common interest.

The ensuing statements reflect this interaction of man and his environment, this combination of individual and group goals. They represent ways of viewing a person in the light of challenges the world places upon him. Each describes an attribute of the educated adult, and yet each also reflects both his circumstances and the changes which occur in them. The ability to solve problems varies as the problem under attack is derived from the context of the home or community, the business or social world. Ethical values are often specific to the situation with which they are confronted. Knowledge of one's self, skills of leadership and communication, and appreciation of beauty are as multifarious as the materials with which they must cope.

A list of educational goals can be as complex and varied as the conditions of life and the traits of mankind. In Colorado and the United States, goals for public schools must also reflect the principles and circumstances characteristic of this nation. American public schools should represent uniquely both the aspirations and the institutions of Americans, in order that these may be perpetuated and improved. It is to this end that the following statements are dedicated.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Command of the Knowledge, Skills, Habits, and Attitudes Essential for Effective Learning Throughout Life.

1

The subject-matter learnings which have been traditional goals of education are as important in an era of change and stress as in times past. They furnish opportunities for individual fulfillment and satisfaction, and provide tools for continued effective learning throughout life. The education of an individual is continuing rather than ending when he leaves school. And, indeed, in a changing world, with a body of learning subject to continual expansion, amendment, and reorganization, the best assurance human beings possess of being adequately prepared for the future is their ability to think and learn under unforeseen circumstances.

Adults should be acquainted with basic subject-matter areas, such as social studies, science, mathematics, and the language arts. Specifically, but not exclusively, they should be able to practice the following abilities and demonstrate the attitudes and habits appropriate to them:

- To read with understanding, enjoyment, and speed.
- To know and use sources of information.
- To write legibly, effectively, and without ambiguity.
- To speak correctly, clearly, and meaningfully.
- To listen and observe critically and with objectivity.
- To understand the purposes and methods of scientific thinking.
- To know the concepts and terms of science.
- To compute and communicate in quantitative terms.
- To use mathematical reasoning for solving problems.
- To function effectively in areas of social science, as indicated in the goal which follows.

The exercise of such abilities may be essential to survival. The challenge of today's world demands citizens who will use them as tools of life-long learning.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Understanding of Man and Society, and the Determination to Strive for the Welfare of All People.

Understanding of man and society requires far more than knowledge of human beings and how they behave, even though such information is indispensable. Also involved are familiarity with the principles which interpret men's actions, compassionate insight into their struggles and aspirations, and resolution in striving for justice and right.

All Americans should be familiar with their nation's history and should possess an appreciation of their heritage as a free people. They should be acquainted with other countries as well. This understanding is vital when many new nations are achieving importance in international affairs. Learning about the government, political systems, history, and culture of one's own country and those of others should lead each individual to acknowledge his responsibility as a citizen of the United States and a member of a world community

International understanding is urgently needed today and in the days ahead. Failure to respect and appreciate the qualities, contributions, and aspirations of all people of the world might well prove fatal in an atomic age. And yet, Americans should be thoroughly acquainted with the purposes, methods, and characteristics of anti-democratic forces, and must maintain alertness and resolution even while working for peace.

They should take a leading role in the worldwide search for international decency. They must learn to recognize all men as brothers whether they live across the sea, across the country, or across the street. They should be contented with nothing less than justice for every human being, and realize that this end can be achieved only through their ability and willingness to accept duties and fulfill responsibilities. Determination to strive for the immediate and continuing welfare of all—family, friends, fellow workers, unfortunates, minority groups, and peoples of all lands—may well prove the ultimate weapon in the struggle for men's minds.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Knowledge of Self, Understanding of One's Own Characteristics and Motivations, and Appropriate Development of Individual Abilities and Interests.

Belief in the dignity and worth of the individual presupposes the fullest development of his capacities consonant with the rights and talents of others. Although all citizens in a free society should make appropriate contributions to the well-being of every one, and do so in a manner which reinforces the efforts of all, such coordination should not be at the unjustifiable expense of individual fulfillment. When every person has achieved the best development of his abilities, the total level of the contributions of all has been raised.

The first step in personal development is knowledge of one's self. The mature adult should be willing to undertake self-study and discover his strengths and weaknesses. He should seek to know his abilities, interests, and motivations, and how they influence his plans and activities. He should gain a realistic concept of himself in terms of the standards and demands of the world around him. Awareness of his potential will spur him to do his best and gain personal satisfaction in so doing.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Proficiency in Recognizing and Defining Problems, Thinking Critically, Objectively, and Creatively About Them, and Acting Constructively Toward Their Solution.

4

An important safeguard of the freedom and stability of both individuals and nations is the ability and willingness of citizens to deal with problems rationally, especially in areas of deep emotionality. In a democratic society the success of social, political, and economic life is greatly dependent upon the extent to which its members have developed this competence. Each person can be helped to use his inherent capacities as objectively as possible, and can be encouraged to rely upon thoughtful ways to resolve problems.

Problem-solving can lead to an appreciation of scientific methods, and of the good work habits and skills, critical thinking, and desirable social attitudes involved therein. Young people must learn to become open-minded, objective, and zealous in the search for truth and for solutions to the issues of their times. They should be able to recognize, define, and clarify questions and problems; evaluate hypotheses and proposed solutions; and work out constructive plans of action.

They should learn that decisions have consequences, that forethought consists of evaluating decisions in the light of outcomes, and that integrity requires the weighing of outcomes against basic values. Thus, they can discover the relationship between values and behavior.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Confidence in One's Own Abilities, Courage and Initiative in the Face of Difficulties, and Creativity and Leadership in Resolving Them.

5

The effective adult must possess talents bevond those of cooperation and adjustment; there are times when he should initiate, create, lead. His contribution and that of his fellows are essential to the well-being of society. The need for cooperation should not be permitted to outweigh the need for worthwhile competition, nor the rights of the group overwhelm those of the individual. The influence and potential of each human being are not inconsequential, and many advances have resulted largely from the energy and initiative of a single person.

Developing individuality is difficult in an interdependent and complex society. Its members should possess a respect for the rights and opinions of others and yet be willing to stand for their own convictions—alone if necessary. They should lend their strength fully to the struggles to which they feel committed.

The potential of every human being for creative thinking and planning is greater than often supposed. Although the individual must adjust his drives for self-expression to those necessary limitations ensuing from the laws of man, the rights of others, and the tenets of morality, he should nonetheless seek to create and achieve fully and richly within such limits. He should strive ceaselessly to become the best person it is possible for him to be.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Skills, Attitudes, and Understandings Necessary for Effective Group Action and Satisfying Human Relationships.

In a democratic society many decisions are made, many projects undertaken, and many problems solved cooperatively rather than individually. In businesses, schools, legislatures, religious and community organizations, the importance of the committee and group action is acknowledged. A great strength of democracy is the extent to which it arrives at agreements through free interchange of ideas among those holding many positions and philosophies.

A free people operate under a rule of law, implying that (1) every one agrees to abide by the will of the majority, (2) the majority obligates itself to respect the rights of the minority, and (3) members of the minority obligate themselves to take constructive rather than destructive means to express their disagreement. When it is possible to do so, decisions are reached by the method of consensus. If differences can be resolved to this extent, many of the problems presented by majority and minority attitudes can be resolved, and outcomes can be accepted and adopted freely and enthusiastically.

Whether decisions can be reached by majority vote or as a result of consensus, there are skills the participant in group action should demonstrate and responsibilities he should assume. He should be willing to accept and implement decisions freely and openly reached, even though his own views differ. He should learn to participate in group deliberations, accepting a responsibility to offer his own ideas, and to evaluate his contribution as well as that of others. An important basis of effective joint activity is his ability to establish mutually satisfying relationships with others, and to be sensitive to their feelings and convictions. Willingness to see the other person's point of view, and to distinguish between the essential and non-essential elements of his own beliefs is vital. Skill in so working will lead not only to personal satisfactions, but also to confidence in one's own social effectiveness. Thus, each individual has his best chance to translate his ideas into reality and contribute to the common good of every one.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Effectiveness in Communicating Ideas and Feelings, and Overcoming or Avoiding Barriers to Communication.

7

The ability to communicate is a critical part of human relationships in our society, from those on a person-to-person level to those of nation-to-nation. This ability transcends mere knowledge of words and their meanings, or familiarity with the rules of grammar. It merges into the broader area of semantics, in which the emotional overtones and half-conscious connotations of words are taken into account. Conflict and seeming differences of opinion are often caused by failure to communicate successfully more than by actual disagreement on basic viewpoints.

Communication should be viewed in a broader context than that of language. Other elements than words can affect the transmission of ideas and feelings. Among them are gestures and postures, as well as the subliminal influences of colors, sounds, designs, and similar cues. The use of such factors in advertisements, propaganda, and other efforts to sway men's minds is so widespread that everyone should be sensitive to them and seek to understand their role.

Effective communication requires considerable skill in language, and must be solidly founded on the proficiency in listening, speaking, reading, and writing which has been mentioned earlier. On the part of the person seeking to communicate, it involves placing himself in the position of those he is addressing to determine inferences they might draw besides those he intends. One should be familiar with the emotional words of language, those which so appeal to the passions that people do not react to them in a calm, thoughtful manner. Knowledge of such words enables an individual to express his ideas with full recognition of the impact of such terms, and in turn to interpret the language of another in the manner intended rather than in the light of his own emotional context.

In a world full of tension and predisposed to misunderstanding, the importance of communication in the race between peace and disaster cannot be overestimated.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

A Philosophy Based Upon Values Conducive to Sound Character, Ethical and Moral Behavior, and Democratic Action.

8

One acquires standards of value from many sources —experience and practice, parental influence, religious faith, or his own insights and feelings. His values represent more than mere verbal acceptance of what is respectable or simple knowledge of what is right. They constitute those ideals, beliefs, and goals which can be inferred from his day-to-day activities, and which guide his actions and behavior.

To experience personal fulfillment, as well as live effectively and contribute to society, each person must possess an awareness of his principles, aims, and goals. He should be able to integrate these into a framework of values, and use them to make a harmonious pattern of life. He should possess the motivation and ability to translate values into effective action, and to judge his convictions in terms of basic moral standards. An important outcome of public education, in cooperation with other influences, must be the development of those values which are central to the fabric of our society.

All persons should be free to live by and express their belief in the existence of a supreme being. All should be equally free to deny or refrain from such belief. The constitutional principle of separation of church and state, so widely accepted by the American people, requires that public education not embrace the program of any sect or creed. Still, both the belief in a supreme being and freedom of conscience are integral parts of our national heritage. The faith of others, or even the absence of faith, should be respected for its sincerity and conviction, and every effort should be made to keep sectarian practices constructive rather than divisive.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Wisdom in Selecting a Life-Work, and Skills, Attitudes, and Understandings Basic to Effectiveness in Any Life-Work.

9

Most young people now in school will be engaged in earning a living during much of their lives. A person's self-respect and happiness in large measure should rest upon the knowledge that through work he is making a worthwhile contribution to society. An important outcome of education is confidence in one's vocational ability and the emotional assurance of a successful life-work.

Young people need the knowledge, understanding, and wisdom to choose a life-work and pursue it with satisfaction. They should be able to make occupational choices through knowledge of their own interests, abilities, aptitudes, health resources, and chances for success. They should possess a realistic picture of the world of work, and see their own role in it.

The schools' responsibility is that of helping each student develop the qualities which are common to success in all lines of work, such as adaptability, dependability, high standards of achievement, initiative, and good habits of learning and work.

In brief, young people must recognize that self-fulfillment and the well-being of our country both rest upon their responsibility to prepare themselves for a satisfying life-work, to secure a job, and to give full measure of themselves in its performance.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Appreciation of Beauty, Wherever and However It May Be Manifested, and the Motivation to Create It.

10

An appreciation of beauty suggests both an emotional and an intellectual quality. The emotional element is seen in the enjoyment an individual has in the beauty surrounding him. His intellect is involved in understanding the principles by which beautiful things are created and the esthetic criteria by which they are evaluated. For some persons, an appreciation of beauty is possible only through the possession of knowledge and understanding. Others believe that motivation and enjoyment may be destroyed if this knowledge and understanding are acquired too laboriously.

An individual's potential for esthetic achievement is only partly fulfilled if his participation consists primarily of appreciating what he has had no part in creating. One's own creative activity is essential to his fulfillment. Altnough individuals bear different talents and possess them in varying degrees, most human beings have a drive for self-expression and a wish to create. Children, youth, and adults should have an opportunity to do this, according to their taste and capacities, and should be helped to find satisfying means for doing so.

Beauty exists in many forms and many places. The obvious expression of esthetic drive is in the various arts: drawing, painting, sculpture, music, literature, crafts. Beauty is seen in the many manifestations of nature as well as the structures of mankind. There is also beauty in living and behavior. Man is ennobled by his actions, and human beings should be both sensitive to and productive of admirable and edifying acts.

ADEQUATE OPPORTUNITIES FOR ALL PERSONS TO ACQUIRE

Knowledge, Attitudes, and Self-Understanding Basic to the Achievement and Maintenance of Physical and Mental Health.

11

The close relationship between physical and mental health underscores the importance of good habits and motivations in these areas. Care of the body and participation in physical activities have a beneficial effect upon an individual's emotional stability. Physical and emotional well-being provide desirable conditions for developing the mind as well. The ancient Greek ideal of a sound mind in a sound body possesses a validity which has not been diminished by time.

Physical soundness involves more than adeptness in athletics or knowledge of facts about the body. It is based upon attitudes and habits which permeate a person's entire life; it requires both information essential to good health and the willingness to use this information. Health practices and care of the body are essential; so are regular exercise and recreation. Such activities should not be limited to competitive sports, nor, indeed, to sports at all. Many kinds of activity—walking, shoveling snow, mowing the lawn, housework—can contribute to physical well-being. It is important to recognize that mental health and physical health are interdependent.

Mental health determines the effectiveness of a person's relationships with other human beings, whether they be in family, business, or community. Many more people lose jobs because of emotional difficulty than through intellectual or physical inadequacies. Emotional well-being grows out of an enjoyment of life and the satisfaction of work well done. Everyone should understand the role of emotions in his life and govern his behavior accordingly. The knowledge of self which has been referred to earlier is central to this outcome. Self-understanding and self-control are keys to self-realization and peace of mind.

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